



Episode 7 - Militarism in the Classroom

Overview

Weapons don't just design and build themselves – they need highly-skilled people to do this. But most of us have no intention of joining in mass murder. What's a weapons company supposed to do? It turns out they have lots of tricks and techniques to get hold of the people they need – and they target them younger than you might think, right in school. Or even before... Zoe was one they tried to inveigle into the war business. Elise West from Medical Association for the Prevention of War is one of the campaigners aiming to erase weapons companies' ability to get a hold of our kids. Jinsella from Demilitarise Education in the UK is another staunch peace advocate. You'll hear from all three activists in this episode.

Curriculum links

This resource is designed to be used as a provocation, primary source or orientation for an interdisciplinary unit of work. The design is in line with ACARA's STEM Connections project aimed at investigating a cross-disciplinary approach to the teaching of STEM disciplines.

Suggested focus areas relevant to this episode include:

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| Australian Curriculum | |
| STEM Connections project | |
| Suggested focus areas: | Future technologies <ul style="list-style-type: none"> ● Justice ● Globalisation |
| Related content descriptions can be found in: | Science <ul style="list-style-type: none"> ● Technology ● Engineering ● Maths |
| STEM Concepts | Relationships <ul style="list-style-type: none"> ● Cause and effect ● Alternative perspectives ● Impact of change |
| The resource would also align with content and outcomes from the National Curriculum | |



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| Science | Science as a human endeavour Consider Predict Describe Recognise evaluate |
| Victoria(VCAA) | |
| | <ul style="list-style-type: none"> ● 7-10 Ethical Capability Curriculum <ul style="list-style-type: none"> ○ Analyse and evaluate ethical issues, recognising areas of contestability ○ Identify the bases of ethical principles and ethical reasoning ○ Engage with the challenges of managing ethical decision making and action for individuals and groups ○ Cultivate open-mindedness and reasonableness. ● Design and Technologies <ul style="list-style-type: none"> ○ Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved |
| NSW (NESA) | |
| Engineering | Preliminary Course <ul style="list-style-type: none"> ● E.g. identifies the social, environmental and cultural implications of technological change in engineering HSC Course <ul style="list-style-type: none"> ● Engineering focus module: Aeronautical engineering. <ul style="list-style-type: none"> ○ Knowledge and understanding includes - legal and ethical implication in the profession in this field. |

A selection of learning activities are arranged in a sequence with suggestions for Before, During and After listening.

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| Suggested Learning Experiences: | |
| Session One <ul style="list-style-type: none"> ● Before Listening | <ul style="list-style-type: none"> ● Rich questions/inquiry questions - what is ethics in science - what is ethical, what is not? Use think, pair, square or use a Barometer exercise to explore a range of topics/questions. |
| Session Two <ul style="list-style-type: none"> ● While listening | Segment 1 Zoe <ul style="list-style-type: none"> ● What was the relationship between the selection process for the National Youth Science Forum, and how it was promoted to students? |



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| | <ul style="list-style-type: none"> • How do you feel about the fact that the speakers and presenters from the weapons corporations did not appear until the last day? <p>Segment 2 Elise West</p> <ul style="list-style-type: none"> • Why do you think BAE systems would sponsor a program like Engineering Fairy Tales? • Listen for these ideas, ‘positive brand association’ and ‘the talent pipeline’ How are they connected? • What do you think of weapons companies' use of terms like ‘equality’, ‘sustainability’, ‘self-fulfilment’ or ‘creativity’? <p>Segment 3 - Jinsella</p> <ul style="list-style-type: none"> • To identify and explore different perspectives use a True for Who strategy involving Discussion, Brainstorming points of view, Speaking from a viewpoint, Stepping back to reflect. |
| <p>Session Three</p> <ul style="list-style-type: none"> • After listening | <ul style="list-style-type: none"> • Individually use an adaption of a a visible thinking tool to reflect - hear, feel, think, wonder • Use a Jigsaw strategy or individual research to explore the products and business model of four companies (Lockheed Martin, BAE Systems, Boeing, Raytheon) • Discuss and investigate the question - Should corporations influence what is taught in schools? Use a barometer exercise or informal debate. • In what other curriculum areas or school contexts are there ethical questions regarding what is taught, create a survey to identify staff/student opinion. <p>Inquiry Questions e.g.</p> <ul style="list-style-type: none"> • How can STEM education be used to identify needs, opportunities and problems from our community (local, national or global)? |

Additional Readings and Links mentioned in the episode:

West, E. (2022). Minors and Missiles. Medical Association for Prevention of War.

https://www.mapw.org.au/wp-content/uploads/2023/04/Minors-Missiles-2022-FINAL-jan-31_2023.pdf

Daley, P. (Fri 4 Dec 2020, December 4).The strange case of the weapons maker and the Australian children's charity. The Guardian.

<https://www.theguardian.com/commentisfree/2020/dec/04/the-strange-case-of-the-weapons-maker-and-the-australian-childrens-charity>

Guyer, Jonathon (Dec 16, 2022). VOX. *This DC party invite shows all the money to be made off the Ukraine war.*

<https://www.vox.com/world/2022/12/16/23507640/dc-party-invite-military-contractors-money-ukraine-russia-war-us>

Lazare, S. (January 27, 2022). *Top Weapons Companies Boast Ukraine-Russia Tensions Are a Boon for Business.* In These

Times.<https://inthesetimes.com/article/ukraine-russia-raytheon-lockheed-martin-general-dynamics-weapons-industry>